DOCUMENT RESUME

ED 111 168 FL 004 951

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TITLE Austria; Its People and Its Culture.
INSTITUTION Ridgefield Board of Education, Conn.
PUB DATE Apr 74
NOTE 29p.
AVAILABLE FROM Ridgefield Board of Education, P. O. Box 638, Ridgefield, Connecticut 06877 ($4.00)

EDRS PRICE MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Art Education; *Cross Cultural Studies; *Cultural Education; *Curriculum Guides; Ethnic Studies; Geography; *German; History; Intercultural Programs; *Language Instruction; Literature; Music Education; Secondary Grades; Second Language Learning
IDENTIFIERS *Austria

ABSTRACT

This curriculum guide details a 10-week German language course on Austria for advanced high school students. It is intended to help students develop skills of listening comprehension, reading, speaking, and writing German; to add to their knowledge of German grammar and vocabulary; to acquaint them with Austrian history and culture, and to have them read and discuss works of Austrian literature. The course focuses on five basic areas: (1) Cultural patterns in Austria, including geography, population, cities and states, ethnic patterns and folklore, sports and recreation, education, religion, politics and government, business and industry, theater, music and cinema; (2) Austrian literature; (3) Austrian music; (4) History; and (5) Austrian art. For each section the guide provides a list of resource texts, films, slides or maps, student learning activities and educational objectives. Lectures, seminars, field trips, reading, and written essays are some of the planned activities. Evaluation will include quizzes, tests, and individual conferences. A list of sources providing information, films, and maps on Austria is appended. (CHK)

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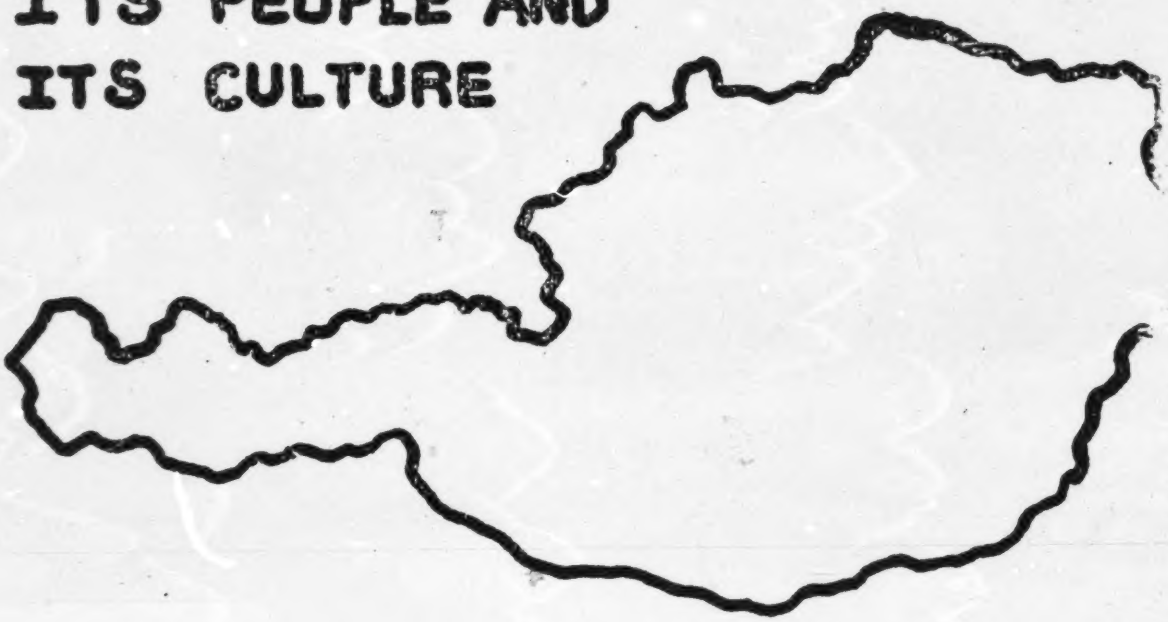
Austria

ITS PEOPLE AND ITS CULTURE



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CURRICULUM GUIDE for a GERMAN-LANGUAGE MINI-COURSE on AUSTRIA (LEVELS III, IV and V)

Written By:
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RIDGEFIELD HIGH SCHOOL
RIDGEFIELD, CONNECTICUT

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PREFACE

The Republic of Austria, an important German-speaking nation, is often neglected in the curricula and textbooks used for German-language instruction in the United States. This course outline has drawn together many sources of information and instructional materials which relate to Austria, as the basis for a ten-week mini-course to be offered as part of the German IV and German V curriculum at Ridgefield High School. Level III students of German may also be admitted to this course with permission of the teacher.

It is intended that the students involved in this course will continue to develop their skills of listening comprehension, speaking, reading, and writing German; that their mastery of German grammar and vocabulary will be expanded; that they will become perceptive about the "parameters of culture" in Austria; and that they will acquire substantial ability to read, comprehend, and discuss in German representative works of Austrian literature.

Many aspects of Austrian life will be included: its geography and physical features; its cultural patterns; its institutions; its variations on the German language; its history as the crossroads of Germanic and Slavic cultures; its art, architecture, music, and literature; and its relationships with the United States.

To be taught almost exclusively in the German language, this course will use many approaches: brief lectures; seminar discussions; a field trip to the Austrian Institute in New York and to the United Nations, whose Secretary-General, Kurt Waldheim, is Austrian; visits from local residents who are from Austria; individualized reading assignments; practice teaching by the students on various topics; written critiques, summaries, and essays by the students; and individualized student projects related to the Austria theme.

Evaluative techniques will include teacher-made quizzes and tests based on the course content and on the stated performance objectives, and individual conferences with each student to assess his fluency, vocabulary development, and grasp of the course content.

AUSTRIA: ITS PEOPLE AND ITS CULTURE

(A CURRICULUM GUIDE FOR A GERMAN-LANGUAGE MINI-COURSE ON AUSTRIA)

A. CULTURAL PATTERNS IN PRESENT-DAY AUSTRIA

THEME 1: Austria: its geography, location, topography, size, neighboring lands, states, population, and its cities

RESOURCE MATERIALS

Basic textbooks: Koepke, Die Deutschen: Vergangenheit und Gegenwart, pages 243-250, "Besuch in Österreich," with accompanying questions, grammar exercises, etc., pages 330-331, with accompanying tapes

Supplementary reading material: travel pamphlets and brochures; city maps from Vienna and Salzburg, Scholastic Magazines publications such as the September-October, 1971, issue of Schuß on Salzburg

Filmstrip-tape-script sets: EMC Corporation, So sind die Deutschen 2 (tape-filmstrip #1 and pages 11, 13 and 14 of the script); Holt, Rinehart and Winston, Lands of German Tradition (tape-filmstrip #12, "Austria")

16mm film (from the Austrian Institute): Austria (sound, no narration, color, 30 minutes) on "the colorful Austria tourists love"

Slides (from the Austrian Institute): to be selected from their catalog, section I "The Country": the Austrian landscape; mountains and valleys in the Salzburg Alps; the Zentralalpenzone of Western Austria; the Vienna Basin

Other materials: Esso road map of Austria for each student; other wall maps and map outlines

SUGGESTED PROCEDURES

Activity 1 Each student will take a written pre-test which includes the facts outlined under THEME 1 above, to determine his knowledge of Austrian geography and vital statistics.

Activity 2 Each student will be supplied with a copy of the pamphlets The Republic of Austria and Austria in a Nutshell (from the Austrian Institute), and with an Esso road map of Austria.

Objective: Having read the above brochures, and having studied the road map of Austria, the student will participate in a German-language discussion during which he

should be able to identify at least half of the facts outlined above under THEME 1.

Activity 3 The class will go to the language laboratory to view the filmstrip So sind die Deutschen 2 (filmstrip #1, pages 11, 13 and 14 of the script) and to listen to the accompanying tape.

Objective: The student will watch, listen and respond actively.

Activity 4 The class will read pages 243-250 in Koepke.

Objective: The student will complete as homework with at least 80 per cent accuracy sections B, D, E and F, pages 330-331. (The student may go to the media center to listen to the accompanying tape, to assist him with this homework.)

Activity 5 The class will view the slides listed above.

Objective: Each student will supply the German-language narrative for at least ten slides viewed, the student to achieve a minimum rating of 7 on a 0-10 composite scale for his accent, and for the accuracy and fluency of his narrative. Each student is to be rated by each of his colleagues and by the teacher.

Activity 6 The students will browse through a collection of travel brochures and pamphlets, city maps, postcards, calendar pictures and posters. Each student will then prepare and give a German-language oral report on a specific city or district described in the above materials, using other supplementary materials such as slides or filmstrips, and creating his own original materials such as illustrations, maps, charts, a written quiz or check sheet for the class, etc. The oral reports will be taped for self-criticism

Objective: The student will achieve a minimum rating of 7 on a 0-10 scale for fluency, accent, accuracy, and for the originality of his report. Each student is to be rated by each of his colleagues, by the teacher and by himself.

Activity 7 The class will go to the language laboratory to view the filmstrip Lands of German Tradition, filmstrip #12, while listening to the accompanying tape and while following the narrative from the accompanying script.

Objective: The student will pass a written quiz on the filmstrip content with at least 70 per cent accuracy.

Activity 8 The student will retake the initial pre-test which includes the facts outlined under THEME 1 above.

Objective: The student will pass this written test with at least 70 per cent accuracy.

Activity 9 The class will view the film Austria ("the colorful Austria tourists love").

Objective: Information and enjoyment.

THEME 2: Ethnic patterns and folklore in present-day Austria

RESOURCE MATERIALS

Basic textbooks: Koepke, Die Deutschen: Vergangenheit und Gegenwart, pages 247-249, "Ein Fremdenverkehrsland." Von Hofe, Im Wandel der Jahre, pages 174-176, "Die Wiener und das Wienerische" (with accompanying tape)

Supplementary reading material: the publication Austrian Information, especially the November, 1972 issue and the article on "Folk Music in Austria"; travel pamphlets and brochures, especially the brochure from the Austrian Institute "Austria--the Most European Country"

16mm films (from the Austrian Institute): Um zu bleiben (German sound, color, 25 minutes) on folklore and sports around the Austrian lakes; Albin Egger-Lienz (German sound, color, 12 minutes), about the painter whose subjects were the hardy and austere Tyrolean peasants

Slides (from the Austrian Institute): to be selected from their catalog, section II "Rural Life": types of houses and settlements in Austria; farming in the Austrian Alps; Austrian folkways; farm houses, furniture and folk art in the Tyrol

Other materials: postcards and pictures of Austrian ethnic patterns and folklore

SUGGESTED PROCEDURES

Activity 1 Each student will write a pre-test on Austrian ethnic patterns and folklore, based on the resource materials listed above.

Activity 2 The class will view the films Um zu bleiben and Albin Egger-Lienz. While viewing each film, the student will write down in German at least ten sentences about facts gleaned from each film. His written list will be submitted to the teacher for evaluation.

Objective: The student will write his (at least) ten sentences in form and with spelling and usage judged by the teacher to be in respectable German.

Objective: The student will rely on his viewing of each film and on his written notes as the bases for his participation in a German-language discussion of the ethnic patterns and folklore depicted in the films.

Activity 3 The class will re-read as a homework assignment pages 247-249 in Koepke, "Ein Fremdenverkehrsland."

Objective: The student will write, in satisfactory German, five factors which have contributed to continuation of the South Tyrol conflict.

Activity 4 The students will browse through a collection of brochures, postcards and pictures on the Tyrol, Kärnten, Vorarlberg, Steiermark, the Wachau, Burgenland, the Salzkammergut, Niederösterreich, Wien, Salzburg, Innsbruck, Linz and Graz. Particularly valuable is the brochure from the Austrian Institute, "Austria--the Most European Country." Having surveyed the above brochures, the student will write a short paragraph (at least five good sentences) in German, summarizing the typical ethnic flavor in one of the above-mentioned districts or cities.

Objective: The student will write his paragraph in German sufficiently clear and precise to be rated acceptable, good or excellent in the judgment of the teacher.

Activity 5 The student will read his paragraph aloud to the class.

Objective: The student will read his paragraph in German with accent and intonation sufficiently precise that any other student can repeat accurately any sentence chosen at random by the teacher for repetition.

Activity 6 The class will read as homework "Die Wiener und das Wienerische" in von Hofe, pages 174-176. The student may go to the media center to listen to the accompanying tape, to assist him with this homework.

Objective: The student will list as many "Viennese characteristics" as he can identify in these pages, and will be evaluated on the completeness and accuracy of his list.

Activity 7 One group of students will collate all of the students' lists and will print them in large type on large flash cards for bulletin board display and vocabulary practice.

Activity 8 Other groups of students will go to the library to read the following excerpts from Zohn's Der farbenvolle Untergang: (Österreichisches Lesebuch). various satiric pieces on "the Austrian character" by Karl Kraus (pages 228-

234), von Hofmannsthal's "Preuße und Österreicher" (pages 245-246); and Egon Friedell's "Die österreichische Seele" (pages 282-287).

Objective: The group which has researched Kraus's epigrams and aphorisms will print the ten they judge most significant in large type on large flash cards.

Objective: The group which has researched von Hofmannsthal's work will print accurately a large chart based on his outlines of the differences between Prussia and Austria, and between the "typical Prussian" and the "typical Austrian."

Objective: The group which has researched Friedell's work will write ten good German sentences explaining the "Austrian characteristics" illustrated in that work, and will type them onto a ditto master for class reference.

Activity 9 The class will view the slides, listed above, on rural life, folkways and folk art in Austria.

Objective: The student will listen to the teacher supply the German-language narrative for the slides.

Activity 10 The student will retake the initial pre-test on Austrian ethnic patterns and folklore.

Objective: The student will pass this written test with at least 70 per cent accuracy.

THEME 3: Sports and recreation in present-day Austria

RESOURCE MATERIALS

Basic textbooks: Haynes, Deutsch in drei Ländern, pages 129-134, "Die Lipizzaner und die Spanische Reitschule," plus exercises, pages 134-135; pages 136-142, "Skilehrer in Tirol," plus exercises, pages 142-143. Apsler, Sie kamen aus Deutschen Landen, pages 12-22, "Das Wunder des Schneeschuhs," plus exercises, pages 22-26

16mm films:(from the Austrian Institute): Austria's Sporting Life (English sound, color, 30 minutes); Vom Alpenstock zum Kandahar (English sound, black-white, 15 minutes, on the history of skiing in Austria); Lipizzaner (German sound, color, 50 minutes, on the history of the Spanish Riding School in Vienna)

Other materials: Brochures, pamphlets, pictures and postcards showing Austrian sports and recreation activities

SUGGESTED PROCEDURES

Activity 1 Each student will take a written pre-test to determine his familiarity with Austrian sports and recreational activities, and with German-language sports terminology.

Activity 2 The class will view the film Austria's Sporting Life.

Objective: The student will take notes on at least fifteen English sports terms used in the film, and as homework will hand in the German equivalents of those sports terms with 100 per cent accuracy.

Activity 3 The students will read aloud in class the excerpt in Haynes, "Skilehrer in Tirol" (pages 136-141), which is in dialogue form.

Objective: The students will read with sufficient clarity and precision that the class as a whole can answer accurately and orally the questions on pages 142-143 which relate to the dialogue.

Activity 4 The class will listen to a review lecture by the teacher on "indirekte Rede."

Objective: The student will write as homework section B, page 143 in Haynes which deals with that grammatical concept, with at least five out of the seven sentences correctly written.

Activity 5 The class will view the film Vom Alpenstock zum Kandahar, which deals with the history of skiing in Austria.

Objective: Each student will participate in a German-language discussion of the film.

Activity 6 The class will view the film a second time.

Objective: While reviewing the film with the sound turned off, each member of the class will supply at least three competent German sentences as a running narration for the film.

Activity 7 The class will read as homework the chapter in Apsler, "Das Wunder des Schneeschuhs" (pages 12-22).

Objective: The student will demonstrate his comprehension of the reading passage by participating actively in an oral discussion of the chapter, and of the questions, pages 22-23.

Objective: The student will complete as homework the grammatical exercise on adjective endings, pages 24-25, and the word-order exercise, page 25, with at least 90 per cent accuracy.

Activity 8 The class will read as homework the chapter in Haynes, "Die Lipizzaner und die Spanische Reitschule" (pages 129-134).

Objective: The student will demonstrate his comprehension of the reading passage by participating in an oral discussion of the chapter and of the questions, pages 134-135.

Objective: The student will complete the grammatical exercise on relative clauses, page 135, with at least 90 per cent accuracy.

Activity 9 The class will view the film Lipizzaner (German sound, color, 50 minutes, on the history of the Spanish Riding School in Vienna).

Objective: The student will view the film for additional information and enjoyment.

Activity 10 The student will retake the initial pre-test on Austrian sports and recreational activities, and on German-language sports terms.

Objective: The student will pass this written test with at least 70 per cent accuracy.

THEME 4: Education in present-day Austria

RESOURCE MATERIALS

Basic textbooks: Haynes, Deutsch in drei Ländern, pages 123-127, "Erziehung in Österreich" with accompanying questions and grammatical exercises, pages 127-128

Brochures (from the Austrian Institute): "Education in Austria," "Austria--Summer Courses in Austria, 1973," "Study in Austria," and various issues of the periodical Austrian Information

16mm film: Lebendige Sprache (German sound, black-white, 12 minutes)

SUGGESTED PROCEDURES

Activity 1 The student will read the English-language brochure, "Education in Austria."

Objective: The student will translate into respectable German the educational organizational charts on pages 9 and 10, and the last paragraph on page 11 (on higher education in Austria) of the above brochure.

Activity 2 The students will view the film Lebendige Sprache on the international summer courses in German language and philology, sponsored by the University of Salzburg.

Objective: The student will participate actively in a German-language class discussion on the content of the film.

Objective: The student will write a ten-sentence composition (to practice the subjunctive and the conditional) on "Wenn ich die Sommerkurse in Salzburg besuchen könnte, würde ich..." ("If I could attend the summer courses in Salzburg, I would..."). The student may use as resource material the pamphlets listed above.

THEME 5: Religion in present-day Austria

RESOURCE MATERIALS

Supplementary reading material: Austrian brochures, pictures and postcards with religious themes

16mm films (from the Austrian Institute): Gestalteter Glaube (German sound, black-white, 12 minutes); Tiroler Weihnachtskrippen (German sound, color, 15 minutes), Wegmarken zu Gott (German sound, black-white, 30 minutes)

SUGGESTED PROCEDURES

Activity 1 The class will view each of the above films.

Objective: For each film, the student will make a list of all the religious terms he notes on the sound track.

Objective: A group of students will print each religious term in large print on a large flashcard with 100 per cent spelling accuracy.

Activity 2 The teacher will display each of the above flashcards.

Objective: The student will write the English equivalents of the above terms with at least 90 per cent accuracy.

Activity 3 A group of students will select Austrian brochures, postcards and pictures, and will prepare a bulletin board display on "Religion in Austrian Life."

THEME 6: Politics and government in present-day Austria

RESOURCE MATERIALS

Basic textbook: Haynes, Deutsch in drei Ländern, pages 118-121, "Österreich im Europa von heute"

Supplementary reading materials: The monthly publication, Austrian Information, from the Austrian Information Service

SUGGESTED PROCEDURES

Activity 1 Each student will select one recent issue of Austrian Information and will read an article pertaining to Austrian political parties, their platforms, the candidates, and/or the elections system.

Objective: The student will summarize his chosen article in five to ten well written German sentences, with spelling and usage judged by the teacher to be acceptable.

Activity 2 The student will read his sentences aloud to the class.

Objective: The student will read with German accent and intonation sufficiently precise that any other student in the class can repeat accurately any sentence chosen at random by the teacher for repetition.

Activity 3 Each student will read as homework the article in Haynes, "Österreich im Europa von heute," pages 118-121.

Objective: The student will write short answers to the questions on the above chapter (page 122), with accuracy judged acceptable by the teacher.

Objective: The student will write exercise B, page 122, on German idioms, with 100 per cent accuracy.

Activity 4 The class will make a field trip to the Austrian Institute and to the United Nations in New York, to observe the role of Kurt Waldheim, the Austrian Secretary-General of the United Nations. They will have lunch at a Viennese restaurant, ordering their lunch in German.

Objective: Upon returning, each student will participate actively in a German-language discussion of the trip, and will fill out in accurate German a questionnaire soliciting his opinion on the field trip.

Activity 5 The students will continue to watch American newspapers for news items about Austrian politics, and will bring in relevant clippings for the class bulletin board.

THEME 7: Business, trade and industry in present-day Austria

RESOURCE MATERIALS

Basic textbook: Haynes, Deutsch in drei Ländern, pages 152-154, "Das österreichische Wirtschaftsleben"

Supplementary reading material: The monthly publication, Austrian Information, from the Austrian Information Service

Slides (from the Austrian Institute): from their catalog, section I, number 5 "Austria's hydroelectric plants" and "Production and utilization of wood"

Other materials: Sets of Austrian currency

SUGGESTED PROCEDURES

Activity 1 Each student will take a written pre-test on Austrian industry and industrial products.

Activity 2 The class will read as homework the chapter in Haynes, "Das österreichische Wirtschaftsleben," pages 152-154.

Objective: The student will write full-sentence answers in German to the questions on page 155, with spelling and structure acceptable to the teacher.

Activity 3 The class will view the slides on Austria's hydroelectric plants and its forestry products.

Objective: Each student will write in accurate German a list of at least ten products shown on the slides.

Activity 4 One group of students will research at least ten recent issues of Austrian Information for facts about Austrian business and industry.

Objective: The group will compile a series of at least ten statements in German about present-day Austrian business and industry, and will type the list onto a ditto master for duplication.

Activity 5 Each student will study the above dittoed statements.

Objective: Each student will participate actively in a discussion, to be led by one of the students, on the facts contained in the ditto sheet.

Activity 6 Another group of students will compile a list of at least twenty-five typical Austrian products from all

the resources listed above, and will print the list in large print on large posterboard flashcards, with illustrations if possible.

Objective: Each student will practice identifying the above names of products in preparation for retaking the pre-test on this theme.

Activity 7 Using a current supermarket advertisement in a local paper, and referring to the day's quotations on the international money market, the students will convert the prices from dollars to Austrian schillings and pfennigs.

Objective: Each student will convert at least ten listed prices, which should be at least 99 per cent accurate mathematically. Students may exchange lists for correction by each other, and typical items with their prices may be written on the chalkboard.

Activity 8 Referring to the above lists, the class will participate in a chain drill on the pattern: #1 "I would like to buy.....What does it cost?" #2 "That costs..... Schillings, ...Pfennigs." #1 That's a bargain. I'll take it." The students will then exchange the proper amount of Austrian currency.

Objective: Each student will demonstrate oral facility in this conversational situation, and will make accurate change with the Austrian currency he is handling.

Activity 9 Each student will retake the pre-test on Austrian business, trade and industry and industrial products.

Objective: The student will pass this test with at least 70 per cent accuracy.

THEME 8: Theater, music and cinema in present-day Austria

RESOURCE MATERIALS

Basic textbook: Haynes, Deutsch in drei Ländern, pages 175-177, "Das Wiener Burgtheater," with accompanying questions and grammatical exercise, page 178

Supplementary reading material: All issues of the publication, Austrian Information

16mm film (from the Austrian Institute): Das Burgtheater (German sound, black-white, 48 minutes)

Other materials: Postcards, pictures, theater programs, Austrian newspaper advertisements of theatrical and cinema

productions, brochures on contemporary music and music festivals in Austria

SUGGESTED PROCEDURES

Activity 1 The student will take a written pre-test which includes facts about the contemporary Austrian theater, Austrian dramatists, music, and the Austrian cinema.

Activity 2 The class will read as homework the chapter in Haynes, pages 175-177, "Das Wiener Burgtheater."

Objective: The student will demonstrate his comprehension of the reading passage by writing acceptable German answers to the questions on page 178.

Activity 3 The class will listen to a review lecture by the teacher on the passive voice.

Objective: The student will write exercise B, page 173 (on the passive voice) with 100 per cent accuracy.

Activity 4 The class will view the film, Das Burgtheater.

Objective: The student will participate actively in a German-language discussion of the film, relying also on the previous reading assignment for vocabulary and factual information.

Activity 5 Each student will research a recent issue of Austrian Information for recent events in the Austrian theater, music and cinema.

Objective: The class will compile a series of at least ten statements in German about present-day theater and cinema in Austria, and will type the list onto a ditto master for duplication.

Activity 6 Each student will study the above dittoed statements.

Objective: Each student will participate in a German-language discussion, to be led by one of the students, on the facts contained in the ditto sheet.

Activity 7 The class will assemble and make a bulletin board display of postcards, pictures, theater programs and Austrian newspaper advertisements of theatrical, musical and cinema productions.

Objective: Each student will study the display in preparation for retaking the pre-test on this theme.

Activity 8 The student will retake the initial pre-test on contemporary Austrian theater, Austrian dramatists, music and the Austrian cinema.

Objective: The student will pass this written test with at least 70 per cent accuracy.

B. Austrian Literature Through the Ages

RESOURCE MATERIALS

Basic textbooks: Bauer, Quer durchs deutsche Leben, pages 197-199, an excerpt from von Hofmannsthal's Jedermann; and pages 200-201, an excerpt from Grillparzer's König Ottokars Glück und Ende; pages 208-209, an excerpt from Karl Kraus's Die Sprache; pages 210-212, from von Doderer's Wien and Unter schwarzen Sternen; and pages 213-214, from Grillparzer's Meine neunzehn Lebensläufe und neun andere Geschichten. (A tape accompanies these excerpts.) Haberl, Im Stil unserer Zeit, Chapter 9, from Arthur Schnitzler's Amerika; Chapter 10, from von Doderer's Wien, 15. Juli 1927; Chapter 11, from Hermann Broch's Der Landarzt; Chapter 12, from von Hofmannsthal's Reitergeschichte; Chapter 15, from Robert Musil's Kakanien. (A tape accompanies these chapters.) Haynes, Deutsch in drei Ländern, pages 179-185, "Die österreichische Dichtung im Rahmen der Weltliteratur"; pages 186-191, poems by various Austrian poets. Kritsch, Modernes Deutsch, pages 5-6, from Waggerl's Liebe Dinge; pages 132-133, from Franz Kafka's Ein Hungerkünstler; pages 152-154 and 160-161, from Rilke's Die Aufzeichnungen des Malte Laurids Brigge. All excerpts in Kritsch are accompanied by related grammatical exercises and by tapes.

Supplementary reading material: All issues of the publication, Austrian Information

16mm films (from the Austrian Institute) Franz Grillparzer (German sound, black-white, 50 minutes); Franz Kafka (English sound, black-white, 20 minutes); Karl Heinrich Waggerl (German sound, black-white, 45 minutes)

Slides (from the Austrian Institute): to be selected from their catalog, section VIII, "Literature and Science": slides about Franz Grillparzer, Adalbert Stifter and Ferdinand Raimund

Tapes: to be selected from the Austrian Institute's tape list: on Franz Grillparzer, Hugo von Hofmannsthal, Franz Kafka and Ferdinand Raimund

Library references: Zohn's Der farbenvolle Untergang (Österreichisches Lesebuch); various anthologies of essays, and full-

length works by Austrian authors. The students will also be supplied with a list of Austrian authors from earliest times to the present.

Other materials: Postcards, pictures, publishers' advertisements related to Austrian literature

SUGGESTED PROCEDURES

Activity 1 Each student will write a pre-test on Austrian literature and authors. He will, among other things, be asked to name all the Austrian writers with whom he is familiar.

Activity 2 Each student will be supplied with a list of Austrian authors and their most important works.

Objective: The list will be read aloud as pronunciation practice, with good accent and intonation by each student.

Activity 3 The teacher will lecture in German on a survey of Austrian literature from earliest times to the present.

Objective: The class will listen attentively and will take notes as partial preparation for retaking the pre-test.

Activity 4 The class will read as a homework assignment: Haynes, pages 179-185, "Die österreichische Dichtung im Rahmen der Weltliteratur."

Objective: Each student will demonstrate his comprehension of the reading passage by writing full-sentence answers to selected questions on page 185, with accuracy judged acceptable by the teacher.

Activity 5 On the basis of what they have now learned about Austrian literature from the above activities, pairs of students will select an Austrian writer in whom they wish to "specialize," and will read at least twenty pages from a work or works of that author.

Objective: Through conferences with the teacher, each pair of students will demonstrate acceptable comprehension of their individualized reading.

Activity 6 Each pair of students will prepare to lead the class in a German language "happening" with their own selected author, using supplementary materials such as slides, films or tapes, and creating their own original materials such as flash cards of the author's works, a fact sheet on the author's life, etc.

Objective: Using a wide variety of the resource materials mentioned above, each pair of students will make their

author "come alive," and should achieve a minimum rating of 7 on a 0-10 scale for their fluency, accuracy and originality, as rated by each of their colleagues and by the teacher.

Activity 7 Each student will retake the pre-test on Austrian literature and authors.

Objective: The student will pass this written test with at least 70 per cent accuracy.

C. Austrian Music Through the Ages

RESOURCE MATERIALS

Basic textbooks: von Hofe, pages 182-191, "Die musikalische Welt," with accompanying tape, and with related content questions. pages 217-218. Haynes, pages 161-165, "Österreich, eine musikalische Großmacht," with questions and vocabulary exercise, page 166; pages 167-169, "Johann Strauß, der Walzerkönig, with related questions, page 169; pages 170-174, "Die Wiener Sängerknaben," with related questions and grammatical exercises, pages 77-79

Supplementary reading materials: Pamphlets such as Musik in Wien; Austria: 365 Days of Music, all issues of Austrian Information

16mm films (from the Austrian Institute): Eighteen different music documentary films are available. Suggested are: Beethovens "Lieder verschiedener Völker" (German sound, black-white, 30 minutes), Joseph Haydn (German sound, black-white, 15 minutes), Franz Liszt No. 2 (German sound, black-white, 23 minutes), Mozarts "Don Giovanni" (Excerpts) (German sound, color, 43 minutes), W. A. Mozart: "Österreichische Bundeshymne" (German sound, color, 4 minutes), Wiener Musikvereinssaal (German sound, black-white, 35 minutes); Stille Nacht (sound, no narration, black-white, 11 minutes)

Slides (to be selected from the Austrian Institute's list, section IV, "Music"): on Vienna, city of music, Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Franz Schubert

Tapes (from the Austrian Institute): Schoenberg's "Moses and Aaron", Alban Berg's "Violinconcert", and "Viennese Classics of the Modern." (These tapes may be borrowed without rental fee, and may be copied for future educational purposes.)

Records and cassette tapes: of Austrian folk music, waltzes and individual works by Schoenberg, Alban Berg, Strauß, Mozart, Haydn and other Austrian composers

Library references: Zohn's Der farbenvolle Untergang (Österreichisches Lesebucn), pages 134-142, "Gedenkrede auf Wolfgang Amade Mozart," various works on Austrian music, including biographies of individual composers

SUGGESTED PROCEDURES

Activity 1 Each student will write a pre-test on Austrian music and Austrian composers, including an attempt to identify the composer and the work when assorted musical selections are played.

Activity 2 The class will read as homework "Die musikalische Welt" in von Hofe, pages 182-191, and will go to the language laboratory to listen and respond to the accompanying tape.

Objective: Each student will demonstrate his comprehension of the reading by responding orally to selected questions from pages 217-218.

Activity 3 The class will read as homework "Österreich, eine musikalische Großmacht" in Haynes, pages 161-165.

Objective: The student will demonstrate his understanding of the reading by participating actively in a class discussion of the questions on page 166.

Objective: The student will also explain with accuracy acceptable to the teacher, the compound nouns listed in exercise B, page 166.

Activity 4 The class will view the films W. A. Mozart: "Österreichische Bundeshymne" and Stille Nacht.

Objective: Having been supplied with the lyrics to these two songs (from Haynes, pages 192-193), the students will participate in singing along with the film sound track.

Activity 5 The class will read as homework "Die Wiener Sängerknaben" in Apsler, pages 67-76.

Objective: Each student will demonstrate his comprehension of the reading by participating actively in an oral discussion of the related questions on page 77.

Activity 6 The student will write as homework selected grammatical exercises, pages 78-79 on idioms, reflexive verbs, the subjunctive, the use of "werden," and the functions of adverbs.

Objective: The student will complete his homework assignment with a minimum of 80 per cent accuracy.

Activity 7 On the basis of what they have now learned about Austrian music from the above activities, pairs of students will

select their favorite Austrian composer for study.

Objective: Utilizing a wide variety of the above-mentioned resource materials (slides, films, tapes, records, etc.), and dispersing to the language laboratory and the media center, the students will become better acquainted with an Austrian composer and his music.

Activity 8 Each student will retake the pre-test on Austrian music and Austrian composers.

Objective: The student will pass this written test with at least 70 per cent accuracy.

Activity 9 The class will attend a performance of the Vienna Choir Boys in New York or in New Haven, and will have lunch in a Viennese restaurant, ordering their lunch in German.

Objective: Upon returning, each student will participate actively in a German-language discussion of the trip, and will fill out in accurate German a questionnaire soliciting his opinion on the field trip.

D. The History of Austria

RESOURCE MATERIALS

Basic textbooks: Koepke, pages 244-245, "Deutsch-Österreich und der Vielvölkerstaat." Haynes, pages 113-116, "Wien, die Verteidigerin des Abendlandes." Von Hofe, pages 166-173, "Wien in der Geschichte: Der Aufstieg zur internationalen Metropole" and pages 192-198, "Wien--die österreichische Hauptstadt"

16mm films (from the Austrian Institute): Fünfzig Jahre unserer Republik (German sound, black-white, 1 hour 40 minutes), Gewalt und Gewissen (German sound, black-white, 1 hour 5 minutes, a documentary on the Austrian resistance movement against the German occupation)

Slides (from the Austrian Institute): to be selected from their slide list, section III, "History": on the Romans in Austria, Carnuntum I, Carnuntum II, Austria during the Babenbergs, the age of Emperor Maximilian I, the two Turkish sieges of Vienna, Maria Theresa, the Biedemeier, Emperor Joseph II, the Revolution of 1848 in Vienna, and the Austrian coat of arms

SUGGESTED PROCEDURES

Activity 1 Each student will take a written pre-test on Austrian history.

Activity 2 The students will read aloud in class pages 244-245 in Koepke, "Deutsch-Österreich und der Vielvölkerstaat."

Objective: The student will read with acceptable pronunciation and intonation, and will respond accurately to oral questions on the content of this reading.

Activity 3 The class will read as homework pages 113-116 in Haynes, "Wien, die Verteidigerin des Abendlandes."

Objective: Each student will demonstrate his comprehension of the assigned reading by writing short answers to the questions on page 116.

Activity 4 The student will translate into respectable German the seven English sentences on page 117.

Objective: The student will make a maximum of two errors per sentence.

Activity 5 The class will read as homework pages 192-198 in von Hofe, "Wien--die österreichische Hauptstadt," and while doing the assigned reading, each student will copy five sentences which summarize important events in the history of Vienna and Austria.

Objective: The five sentences will be copied with 100 per cent accuracy in spelling, and with careful selection of the most important events.

Activity 6 The class will view the film Fünfzig Jahre unserer Republik.

Objective: While viewing the film, each student will write down at least twenty German terms which relate to history, e.g., monarchy, abdication, treaty. This list will be submitted to the teacher for evaluation of its accuracy.

Activity 7 The class as a whole will prepare a large historical "timeline" showing the major events in Austrian history, using the textbook readings and historical slides mentioned above as resources.

Objective: The timeline will be accurate with respect to historical data, and with respect to the German language, and should be visible to the entire class when displayed on the wall.

Activity 8 The class will view the film Gewalt und Gewissen, on the Austrian resistance to the Hitler regime.

Objective: The students will participate rationally in an English-language discussion on the impact of this film.

Activity 9 Each student will retake the pre-test on Austrian history.

Objective: The student will pass this written test with at least 70 per cent accuracy.

E. Austrian Art from Ancient Through Modern Times

RESOURCE MATERIALS

16mm films (from the Austrian Institute): Art in Crafts (English sound, color, 16 minutes); Austria Gloriosa (English sound, color, 15 minutes); Barockstraße Niederösterreich (German sound, color, 12 minutes); Stephansdom No. 2 (German sound, black-white, 20 minutes); Rudolf Hoflehner (German, French, English, color, 12 minutes); Gustav Klimt (English sound, color, 20 minutes)

Slides (from the Austrian Institute): to be selected from the Institute's list, section V, "Fine Arts"; section VI, "Architecture" and section VII, "Painting and Sculpture." Suggested series are: "Masterpieces of fine art in Austria I, II, III and IV"; "The secular and ecclesiastical treasures in Vienna"; "Baroque architecture I, II and II"; "Carved winged altars in Austria";"St. Stephen's Cathedral, Vienna", "Vienna", "The Danube School of Painting"; and "The Vienna School of Fantastic Realism"

Other materials: postcards and pictures of Austrian art

SUGGESTED PROCEDURES

Activity 1 The class will view the films Art in Crafts and Austria Gloriosa twice, once with the English sound track and once without sound.

Objective: Having viewed the films with English narration, the class will then review them, and each student will supply at least five good German sentences as running narrative.

Activity 2 As a class project, the students will select postcards and pictures from the teacher's collection, and will prepare a bulletin board display on Austrian art and architecture. Large labels will be constructed to identify the various artistic and architectural styles.

Activity 3 The class will view and will take a written quiz on selected slides from the series suggested above.

Objective: The student will identify satisfactorily at least fifteen of the twenty slides shown during the quiz.

Activity 4 The class will view the films Stephansdom No. 2, on the reconstruction of the cathedral after World War 2, and Gustav Klimt, on the life and work of this renowned Austrian painter. Each student will then write a one-page composition in German, summarizing any new insights into Austrian culture which he may have derived from the films.

Objective: The student will write his composition in acceptable form and with spelling and usage judged by the teacher to be acceptable, good or superior.

LIST OF SOURCES FOR INFORMATION ON AUSTRIA

1. Austrian Institute
   11 East 52nd Street
   New York, N.Y. 10022

2. Austrian National Tourist Office
   545 Fifth Avenue
   New York, N.Y. 10017

3. The Austrian Information Service
   31 East 69th Street
   New York, N.Y. 10021

4. Austrian Mission to the United Nations
   14 East 68th Street
   New York, N.Y. 10021

5. Austrian Trade Delegate
   845 Third Avenue
   New York, N.Y.

6. Austrian Consulate General
   31 East 69th Street
   New York, N.Y. 10021

The Austrian Information Service provides general, press and cultural information; publishes the Austrian Information bulletin; distributes Austria--in the Heart of Europe, Study in Austria, etc.

The Austrian Institute provides educational information, lends slides, films and tapes and maintains a library, music archives and exhibitions.

The following local tourist offices also supply information:

7. Fremdenverkehrsverband für Wien
   Stadiongasse 6-8, A-1016 Wien I

8. Landesfremdenverkehrsverband für das Burgenland
   Schloß Esterhazy, A-7000 Eisenstadt

9. Landesfremdenverkehrsamt Kärnten
   Alter Platz 15, A-9010 Klagenfurt

10. Amt der niederösterreichischen Landesregierung
    Abteilung V/4--Fremdenverkehr
    Strauchgasse 1, A-1014 Wien I

11. Landesfremdenverkehrsamt Oberösterreich
    Taubenmarkt 1, A-4010 Linz

12. Landesverkehrsamt in Salzburg
Mozartplatz 10, A-5010 Salzburg

13. Amt der steiermärkischen Landesregierung
Landesfremdenverkehrsabteilung
Herrengasse 16, Landhaus, A-8010 Graz

14. Landesfremdenverkehrsamt für Tirol
Landhaus, A-6010, Innsbruck

15. Landesverkehrsamt Vorarlberg
Römerstraße 7, A-6901, Bregenz

An appropriate activity for the students enrolled in this course would be to write letters in German to these various sources of information, requesting posters, brochures and other educational materials.

Another source of information on study in Austria is:

16. Austro-American Institute of Education
Operngasse 4, A-1010 Vienna

Its sister organization in the United States is:

17. Friends of the Austro-American Institute of Education
P.O. Box 6265
Washington, D.C. 20015

The Austro-American Institute of Education furthers cultural interchange between the United States and Austria. It initiates student exchanges and assists American colleges and universities in establishing overseas academic programs.

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